

対話と問いかけが支える日本語読解授業 —なにを読むかは自分で決める—

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目的は、日本語読解授業を対象に、なにを読むかは学習者が決め、教師は読みの過程を支援するという授業デザインのもと、そこでの学びを示し、読解授業での教師役割を再考することである。研究課題は(1)どのような学びが起こるのか(2)その学びにはなにが影響しているのかである。実践では学びを対話による意味の再構成であると捉え、3つの対話を促す活動を組み込んだ。学習者の記述分析の結果、学びの過程と結果に概念が浮かび上がり、本授業での学びの特徴を示した。次に、これら概念は対話を通して生まれたこと、中には自分で本を選んだからこそ生まれたものがあること、学びにはシート類での問いかけと他者との対話に影響していたことを考察し、他者との対話が授業に否定的な学習者を惹きつけて学びにつなげたと考えた。主張は、読み物の決定権を持つことで学習者が本と向き合い自己変革をする可能性と、本を読む過程での教師からの問いかけの重要性である。

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Learners Decide What They Read: A Japanese Reading Course Grounded in Interactive Dialogue and Asking Students What They Understand and Think

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The purpose of this paper is to reconsider the teacher's role in Japanese reading courses by presenting a Japanese reading course design, in which learners decide what they read in the course while the teacher supports their reading process, and to analyze what the students learn, and the catalysts for what they are learning. This course asked learners to engage in three interactive dialogues: with themselves, others, and the content of the books themselves. While they did so, learners' relationships with the dialogues were retextured, based on what they learned. From the results of a task sheet description analysis, the researcher found concepts which emerged during the process and as a result of the lessons, and these concepts demonstrated what was unique about the lessons in this course. The following three considerations came from this analysis. First, these concepts were brought about by these dialogues. Secondly, some of these concepts arose because learners chose the books themselves. Finally, asking learners to engage in reflection via task sheets, and having dialogues with peers and their teacher, affects the learning process. Learners who would prefer teacher-directed book assignments may be attracted to a course where they have dialogues with others, which engages them in learning. This paper points out that by choosing what they read for themselves, it is possible for learners to have deep dialogues with the books, and reflect on their beliefs and way of thinking. During the reading process, it is important for teachers to ask learners about the books: what they understand, and what they think about what they have read.

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